Bushfield Road Infant School

Accessibility Policy and Plan 2026–2029

Approved by: Governing body
Date approved: November 2026
Review date: November 2027
Policy lead: Headteacher / SENDCo/SMB

1. Purpose

Bushfield Road Infant School is committed to ensuring that disabled pupils can take part in school life and learning as fully as possible. We will identify and reduce barriers to access, working in partnership with pupils, parents and relevant professionals.

This policy and plan covers three areas:

1. Increasing disabled pupils' access to the curriculum.
2. Improving the physical environment so disabled pupils can access education and school services.
3. Improving how written information is provided to disabled pupils in accessible formats.

The plan is based on the school's current knowledge of its pupils and site. It will be reviewed if pupils' needs, the school environment or available advice change.

2. Legal duties

This policy is made under the **Equality Act 2010**, including its accessibility planning duties. The school must prepare and implement a written accessibility plan, keep it under review and revise it where necessary. The plan must address curriculum access, the physical environment and accessible information. The school will also consider its duties to make reasonable adjustments for disabled pupils.

This policy replaces the previous version's references to the Disability Discrimination Act 1995 and SEN and Disability Act 2001.

3. Our approach

We will:

- listen to pupils and parents about barriers to participation and what helps.
- consider accessibility when planning teaching, trips, events, assessments and changes to the site.
- work with the local authority and relevant health or specialist services when advice is needed.
- provide reasonable adjustments and appropriate equipment or support, based on individual need.
- protect the confidentiality of personal information and share it only with those who need it to support the pupil.
- make sure staff know the adjustments relevant to the pupils they teach and supervise.

Accessibility planning does not replace the school's responsibility to respond to an individual pupil's needs as they arise.

4. Responsibilities

The governing body approves the plan, reviews progress and considers whether suitable resources have been allocated.

The headteacher and SENDCo lead implementation, ensure that pupil and parent views inform planning, and bring any significant barriers or resource needs to governors.

All staff follow agreed adjustments, keep routes and learning spaces accessible, and report barriers or concerns promptly.

The site team checks that access routes are kept clear and reports maintenance issues that may affect access.

Accessibility Plan 2026–2029

The targets below set out the school's intended actions. The school should complete an initial site and provision review, and use its findings to confirm or amend actions and identify any required funding.

Area	Intended action	How we will check progress	Lead	Time scale

Curriculum access	Review the needs of current pupils and those due to join the school with parents and, where appropriate, relevant professionals. Record agreed adjustments, equipment and staff actions in the appropriate pupil records.	Records are in place for pupils requiring adjustments; actions are shared with relevant staff and reviewed when needs change.	SENDCo / class teachers	On entry and at least termly
Curriculum access	Check that classroom teaching and learning materials are accessible to pupils who need adjustments. Use practical adaptations such as clear modelling, suitable seating and positioning, adapted resources, sensory supports or alternative ways to respond, where these meet an identified need.	Class teachers can explain and demonstrate the adjustments in place; pupil participation and barriers are discussed at pupil reviews.	SENDCo / class teachers	Ongoing; review termly
Curriculum access	Plan trips, visits, clubs, performances and other school activities with access needs in mind. Discuss arrangements with parents and relevant professionals in good time.	Access arrangements are considered and recorded before activities; barriers are addressed or discussed with families and leaders.	Activity lead / class teacher	Before each activity
Physical environment	Complete an accessibility walk of the site with staff and consider feedback from pupils, parents and visitors. Identify barriers affecting movement, use of facilities, lighting, acoustics, signage or participation.	A dated site review identifies actions, responsible staff and timescales; urgent hazards are addressed promptly.	Headteacher / site lead	Autumn 2026; annually thereafter
Physical environment	Keep access routes and key areas clear, including entrances, corridors, classrooms and routes to outdoor areas. Report and address maintenance issues that could restrict access.	Routine site checks are recorded; reported obstructions or defects are followed up.	Site lead / all staff	Ongoing
Physic	Consider accessibility when planning repairs, refurbishment or changes to the school site.	Accessibility is considered in	Headtea	As proje

al environment	Seek advice where specialist assessment is needed and identify costs before decisions are made.	relevant proposals; decisions and any outstanding actions are recorded.	cher / governing body	cts arise
Accessible information	Ask parents about communication formats or approaches that enable them to understand information about their child's education and participation. Agree arrangements with them and record them where appropriate.	Agreed communication arrangements are recorded and followed by relevant staff.	SENDCo / class teachers	On entry and as needs change
Accessible information	Provide written information for disabled pupils in an accessible way where needed, taking account of the pupil's disability and the preferences expressed by the pupil or parents. Seek specialist advice if the appropriate format is unclear.	Requests and agreed arrangements are followed up within a reasonable time; unresolved barriers are referred to the SENDCo.	SENDCo / relevant staff	As required
Review and resources	Review progress against this plan, pupil needs, site access and available resources. Update the plan if barriers or needs change.	Annual review is recorded and reported to governors; actions are updated with owners and timescales.	Headteacher / governing body	Annually

5. Monitoring and review

The headteacher and SENDCo will review the plan at least annually. The review will consider:

- whether planned actions have been completed and whether they reduced the identified barriers.
- new or changing needs among pupils.

- feedback from pupils, parents and staff.
- any relevant advice from the local authority or specialist services.
- the resources needed to complete outstanding actions.

The governing body will review progress and approve revisions. This policy will be made available to families on request and in an accessible format where needed.

Sources

- *Equality Act 2010*, Schedule 10, UK Parliament. (legislation.gov.uk)
- *Equality Act 2010: advice for schools*, Department for Education. (gov.uk)